Sheldon Independent School District

H. M. Carroll Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Carroll Elementary believes in providing a positive, safe, and nurturing environment. We empower our students to be resilient and hardworking leaders. Our scholars will collaboratively innovate and create solutions to real world problems using 21st century skills.

Vision

Carroll Elementary will bring unity to our community by collaborating with families, staff, and students while promoting lifelong learners to become productive pillars in our society.

Value Statement

“Nurturing the Heart… Educating The Mind”

Table of Contents

Comprehensive Needs Assessment 4
- Needs Assessment Overview 4
- Demographics 16
- Student Achievement 21
- School Culture and Climate 24
- Staff Quality, Recruitment, and Retention 25
- Curriculum, Instruction, and Assessment 26
- Family and Community Engagement 28
- School Organization 30
- Technology 31

Priority Problem Statements 32
Comprehensive Needs Assessment Data Documentation 34
Goals 36
- Goal 1: Carroll Elementary will enhance the quality of instructional programs to improve performance and enable students to meet their academic, social/emotional and future career goals. 36
- Goal 2: Carroll will attract, develop and retain highly effective staff. 42
- Goal 3: Carroll Elementary will promote parent and community engagement. 46
- Goal 4: Carroll Elementary will ensure a safe and positive environment for all students. 50
- Goal 5: Carroll Elementary will provide financial accountability. 54

Title I 55
Campus Funding Summary 56

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

CARROLL ELEMENTARY

Campus Improvement Plan

“Nurturing the Heart… Educating The Mind”

10210 C.E. King Parkway

Houston, TX 77044

Date Approved: _____

Campus Leadership Team

Name	Role
Dr. Veronica Garza	Principal
Christopher Carter	Assistant Principal
Vanessa Cerrato	1-3 RLA CIS
Elizabeth Ortega	3-5 RLA CIS
Letitia Tate	1-3 Math CIS
Rebecca Guidry	3-5 Math CIS

CNA Team Members

Name	Role
Dr. Veronica Garza	Campus Principal
Christopher Carter	Other School Leader
Elizabeth Ortega	Other School Leader
Vanessa Cerrato	Other School Leader
Letitia Tate	Other School Leader
Rebecca Guidry	Other School Leader
Dornisha Shead	Other School Leader
Hillary Kern	Other School Leader
Mayvia Varner	Other School Leader
Jerea Hymon	Other School Leader
Ana Hernandez	Teacher
Troylyn Teal	Teacher
Renita Toney	Teacher
Julita Valdez	Teacher
Mia Cook	Teacher
Chimere Petteway	Teacher
Manuel Gonzalez	Teacher
Christina Gonzalez	Parent
Vanessa Morales	Parent
Britney Grayson	Community Partner
Roshanda Johnson	Community Partner
Sharita Mayo	Paraprofessional
Michelle Diaz	Paraprofessional
Tacarra Williams	District Representative
Tacarra Williams	Title I Expert

CIP Team Members (SBDM Committee)

Name	Role
Dr. Veronica Garza	Principal
Christopher Carter	Assistant Principal
Ana Hernandez	1st Grade Teacher
Julieta Valdez	2nd Grade Teacher
Renita Toney	3rd Grade Teacher
Chimere Petteway	4th Grade Teacher
Manuel Gonzalez	5th Grade Teacher
Troylyn Teal	SPED Teacher
Mia Cook	P.E. Coach
Jerea Hymon	Librarian
Sharita Mayo	Office/Paraprofessional
Tara Jennings	PTO
Christina Gonzalez	Parent
Vanessa Morales	Parent
Britney Grayson	Community Member
Roshanda Johnson	Community Member
Tacarra Williams	District Mentor
Tacarra Williams	Title 1 Expert

Mission

Carroll Elementary believes in providing a positive, safe, and nurturing environment. We empower our students to be resilient and hardworking leaders. Our scholars will collaboratively innovate and create solutions to real world problems using 21st century skills.

Vision

Carroll Elementary will bring unity to our community by collaborating with families, staff, and students while promoting lifelong learners to become productive pillars in our society.

Comprehensive Needs Assessment

2025 - 2026

Carroll Elementary is a campus in Sheldon ISD, and it opened its doors in 2008. CE is projected to serve 534 students in grades 1st – 5th grade during the 2024-2025 school year, which is a decrease from the previous year of 580. The campus is an elementary school. Carroll Elementary believes in providing a positive, safe, and nurturing environment. We empower our students to be resilient and hardworking leaders. Our scholars will collaboratively innovate and create solutions to real world problems using 21st century skills. Our vision is to bring unity to our community by collaborating with families, staff, and students while promoting lifelong learners to become productive pillars in our society.

Comprehensive Needs Assessment Process

Carroll Elementary's needs assessment process is described below. The Campus Needs Assessment Committee that worked collaboratively to develop this plan is listed below:

CNA Team Members	Role
Dr. Veronica Garza	Campus Principal
Christopher Carter	Other School Leader
Elizabeth Ortega	Other School Leader
Vanessa Cerrato	Other School Leader

CNA Team Members	Role
Letitia Tate	Other School Leader
Rebecca Guidry	Other School Leader
Dornisha Shead	Other School Leader
Hillary Kern	Other School Leader
Mayvia Varner	Other School Leader
Jerea Hymon	Other School Leader
Ana Hernandez	Teacher
Troylyn Teal	Teacher
Renita Toney	Teacher
Julita Valdez	Teacher
Mia Cook	Teacher
Chimere Petteway	Teacher
Manuel Gonzalez	Teacher
Christina Gonzalez	Parent
Vanessa Morales	Parent
Britney Grayson	Community Partner
Roshanda Johnson	Community Partner
Sharita Mayo	Paraprofessional
Michelle Diaz	Paraprofessional
Tacarra Williams	District Representative
Tacarra Williams	Title I Expert

The Campus Needs Assessment Committee evaluated the the following data (for the last three years) to develop the CNA:

STAAR
Attendance
Discipline
Staff Quality
Homeless Students
Economically Disadvantaged
EBs
Parent Participation
Special Student Populations – 504, Special Education, GT
Staff Development
Standardized Tests
Surveys and Interviews of Students/Staff/Parents
Teacher Turnover Rates
RTI

Testing/Bell Schedule & Master Schedule
Technology Inventory
Staff and Parent Handbooks

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on May 5, 2025, and again on May 15, 2025 to develop the CNA. The meetings were held in the campus library starting at 3:45 p.m. on both dates. We plan to meet again on September 15, 2025, January 15, 2026, and April 15, 2026 to review the CNA as needed.

At the first meeting on May 5, 2025, Principal Garza began the meeting with introductions. Then, Dr. Garza shared with the group the team expectations, as the CNA team members were expected to work in groups to discuss the eight areas for data analysis. A slideshow was presented to discuss the purpose of these meetings and the team members that were assigned to each area. Furthermore, several handouts were linked to the slideshow for attendees to review as they held discussions during the meeting and identified strengths and problems from the 2024-2025 school year. Dr. Garza then thanked everyone for their participation and reminded everyone of the second CNA meeting on May 15, 2025.

At the second meeting on May 15th, the campus leadership team worked among the eight assigned groups and reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2024-2025, but focused most of the meeting on the problems that were identified from the data. Next Dr. Garza led the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year, and a Root Cause Analysis was completed on the top three problems.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

Demographics:	**Strengths:** • Increased male and African American teachers this year • More experienced teachers vs. new teachers • Programs available to help the growing population of Special Education students • The Special Education population is growing meaning we are able to identify and support students. • Students can learn from other students with different ethnicities, which is reflective of real world experience • Teacher:Student ratio
	Problems: • Special Education percentage is growing and we don't have the staff to support • Enrollment decreasing but the community is still growing • Campus does not have enough male teachers • Attendance has remained consistent but below goal
Student Achievement:	**Strengths**: • 5th Grade Reading with Mock Scores of 72% Approaching, 50% Meeting and 22% Mastering. • 4th Grade Reading with Mock Scores of 66% Approaching, 39% Meeting and 8% Mastering • 5th Grade Math with Mock Scores of 61% Approaching, 43% Meeting and 6% Mastering • I-Ready diagnostic growth in 2nd Grade Spanish from 9% BOY to 39% MOY
	Problems: • 5th Grade Science Mock 36%/17%/4% • 3rd Grade Math 39%/22%/7%
Family and Community Involvement:	**Strengths:** • Our strengths include more events and activities for families to attend.
	Problems: • The current events that are happening on campus need to be more efficient with possible classroom activities.
Curriculum, Instruction, and Assessment:	**Strengths:** • 5th grade Mathematics percentage of students attaining APPROACHES on the Mock STAAR was 61%, meeting the Approaches campus goal of 61%. • 1st and 2nd grade student typical growth goals increased from BOY to EOY on the iReady diagnostic assessment. • Mathematics -1st grade moving from 3% (BOY)of students on or above grade level to 71% by EOY. 96% of students were one grade level or more below; moving to 29% by EOY. • Reading- 1st grade students moved from 5% BOY, 10% MOY, to 2% EOY- Early ON level. 1st grade students moved from 5% BOY, 15% MOY, to 51% EOY- Mid or above grade level. • Mathematics- 2nd grade increased the number of students on or above grade level from (3%)BOY to (34%)EOY. They also decreased the number of students one or more grade level below from (87%)BOY to 66% (EOY) • Reading- 2nd Grade students that were one grade level or more below grade level moved from 90% BOY to 67% EOY.
	Problems: • Grades 3-5 (Math, ELA, and Science) did not meet the campus component score goal of 50%. However, overall made 67% growth.

Demographics:	**Strengths:** • Increased male and African American teachers this year • More experienced teachers vs. new teachers • Programs available to help the growing population of Special Education students • The Special Education population is growing meaning we are able to identify and support students. • Students can learn from other students with different ethnicities, which is reflective of real world experience • Teacher:Student ratio
	Problems: • Special Education percentage is growing and we don't have the staff to support • Enrollment decreasing but the community is still growing • Campus does not have enough male teachers • Attendance has remained consistent but below goal
Staff Quality, Recruitment and Retention:	**Strengths:** • My principal and assistant principal promote a positive work culture. (70% strongly agree/agree) • Employees feel safe at Carroll. (92% strongly agree/agree)
	Problems: • We need more male teachers. (Only 17% are male) • Most of our staff has 1-5 years of experience (35%)
School Culture and Climate:	**Strengths**: Staff • -Involvement in committees • -Committed to teaching Student • -Students feel safe in the classroom
	Problems: Staff • -Ideas not valued • -More training, not much growth Student • -Better hallway supervision
School Organization:	**Strengths:** • The parent handbook is clear, accessible, and helpful for families. • The early dismissal of bikers has improved traffic flow and student safety. • Officer support has helped reduce unsafe drop-off behavior. • Staff is responsive to data and willing to adjust systems to meet needs.
	Problems: • The current dismissal system depends heavily on a single staff member inputting numbers, creating a bottleneck. • Recent personnel changes have led to outdated duty assignments and coverage gaps. • Lack of clear traffic lane markings continues to cause confusion during arrival/dismissal. • Inconsistencies in classroom management practices and unclear discipline protocols exist across grade levels.

Demographics:	**Strengths:** • Increased male and African American teachers this year • More experienced teachers vs. new teachers • Programs available to help the growing population of Special Education students • The Special Education population is growing meaning we are able to identify and support students. • Students can learn from other students with different ethnicities, which is reflective of real world experience • Teacher:Student ratio
	Problems: • Special Education percentage is growing and we don't have the staff to support • Enrollment decreasing but the community is still growing • Campus does not have enough male teachers • Attendance has remained consistent but below goal
Technology:	**Strengths**: • We have a 1:1 device to student ratio (chromebooks). • The amount of extra testing devices on hand is above average. • Our technician, Isis, is extremely responsive to any issues that may arise on campus and works well in conjunction with the librarian and administration. • All teachers have access to interactive TV's, laptops, and document cameras. • All students cycle through the computer lab on an activity rotation.
	Problems: • There are currently (10) homeroom teachers that do not have Chromebook carts. This has led to issues such as Chromebooks being unorganized, frequently misplaced or damaged, chargers becoming lost or broken, and devices not being properly charged. These problems are directly impacting classroom management and instructional time. • Devices that are damaged or not working are often stored in classrooms instead of having repair tickets submitted promptly. When repair requests aren't entered in a timely manner, it delays both the repair and replacement process, impacting overall device availability and readiness. • Currently, there is no campus-wide plan for the classroom management of student devices, which has contributed to an increase in lost, misplaced, and damaged Chromebooks. • Currently, there are no formal procedures in place to address situations where a student intentionally damages a device, which makes it difficult to ensure consistent follow-up and accountability. • Last year's device audit was incomplete due to several key issues: outdated Chromebooks were not physically identified and counted alongside working devices, non-working devices were not properly separated and documented, and devices designated for summer school use were not accounted for in the overall inventory. Additionally, it remained undetermined whether all summer school devices were returned at the end of summer school. • Due to the absence of consistent consequences for damaged devices and an inadequate audit process, the number of broken Chromebooks has remained inordinately high. Between February and April 2025 alone, 95 devices were reported as damaged. The lack of a thorough and accurate audit—where outdated, non-working, and summer school devices were not properly identified or tracked—has further contributed to inventory management challenges.

Summary/Bridge of Identified Problems

There is an identified problem in the areas of literacy and math.

Another identified problem is in technology.

Our third identified problem is in culture and climate.

Three Areas of Focus for Next Year:

- Target growth in literacy and math by maximizing instructional time, providing resources, and ensuring interventions are effective in order
- Ensure students and teachers are well-equipped with technology resources in order to utilize them as instructional resources.
- Continue to work on creating a safe and collaborative environment at Carroll in which ideas are shared and collectively develop the best plan of action to support both teachers and students.

Student Achievement

Goal 1: Carroll Elementary will enhance the quality of instructional programs to improve performance and enable students to meet their academic, social/ emotional and future career goals.

Objective: Students will perform 10% greater on the STAAR in reading, math, and science, and 85% of students in 1st and 2nd grade will show at least one year's growth in reading levels, witch a STAAR component score goal of a 48.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Reading Strategy: Literacy Now will provide support to 64 identified 1st-3rd grade students four days a week throughout the year.	RLA CISs	September 2025 – April 2026	Literacy Now	iReady Data
Writing Strategy: Students in 1st-3rd grade will follow the curriculum as follows: M: Mentor Text/Interactive Read-Aloud T/W: SCR Th/F: ECR	RLA CISs Teachers	August 2025 – May 2026	District Mentor Texts Essential Questions SCR and ECR Prompts	STAAR Data/ iReady Data
Math Strategy: Students in grades 3-5 will invest time in reviewing the STAAR exam questions and take a deep-dive into the TEKS to better prepare for STAAR.	Math CIS Teachers	August 2025 –May 2026	District Curriculum Cambium Lead4Ward	STAAR Data

Technology

Goal 2: Carroll Elementary will utilize technology resources to ensure students have access to timely, effective, and aligned instruction to prepare them for assessments and opportunities to engage with the campus curriculum.

Objective: Provide technology resources for all staff and students, and put accountability measures in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Student Chromebooks will be checked out to individual students at the beginning of the school year, or as students enroll at CE.	Admin Librarian	August 2025 –May 2026	Student Chromebooks Checkout System	Checkout System Results
Additional Chromebook carts will be purchased to ensure that devices are accounted for and properly charged.	Admin Librarian	August 2025 –May 2026	Title I Funds	Technology Audit 2026
Complete four technology audits throughout the school year.	Admin Librarian	August 2025 –May 2026	Chromebooks	Technology Audit 2026

School Culture and Climate

Goal 3: Carroll Elementary will provide a consistent classroom environment that has clear expectations for both adults and students that support self-managing classrooms.

Objective: By May 2026, culture and climate staff survey results will increase, and student discipline referrals will decrease.

Activity/Strategy	Person Responsible	Timeline	Resources	Evaluation
Teachers will be given regular opportunities to provide feedback throughout the school year via surveys.	Admin	August 2025 –May 2026	Google Surveys	Culture & Climate Survey Results
CE will implement the House System, led by teachers, and house points will be assigned according to teacher input.	Admin CISs Teachers	August 2025 –May 2026	RCA House App	Survey Results Student Referrals

The 25-26 Site-Based Decision Making Committee reviewed the CNA and the Campus Improvement Plan that was created based on the needs identified on Thursday, August 21, 2025, during the first SBDM meeting of the 25-26 school year. At that time, the committee was tasked with ensuring that the CIP was aligned with the CNA. The committee approved the 25-26 CIP, with the understanding that revisions may be made throughout the school year as needed. Upon approval by the Sheldon ISD Board of Trustees, the final CIP will be translated in Spanish to meet the needs of our student population and community, and the document is located in the campus front foyer, District Office lobby and North Channel Library.

Parent & Family Engagement Policy

On Thursday, August 21, 2025, the SBDM committee, made up of the required members as well as 10 additional parents (2 per grade level), assisted with revising and creating the 25-26 CE Parent and Family & Parent Engagement Policy. Data that was reviewed to help with the creation of this policy included post-event surveys, PTO meetings, site-based decision making committee meetings, and the district parent surveys for the 24-25 school year. The items that were discussed, revised, and approved for this year's PFE Policy which included the following items:

- Annual Title I Meeting The annual Title I meeting will be part of the Open House and will have separate sessions in English and Spanish. The agenda includes reviewing Title I regulations, campus expectations, communication protocols, upcoming student and staff events, school goals, parent resources, and opportunities for parental involvement.
- Curriculum and Communication The school will provide parents with detailed information on curriculum, academic assessments, and student proficiency standards.Communication will be enhanced through a revamped newsletter with a STEM focus, ParentSquare messages, emails, and data reports sent home after each assessment. Face-to-face conferences are encouraged for discussing student progress.
- Parent-Teacher Conferences The school has two designated parent conference days in the fall and spring, but parents can request a meeting at any time. It is mandatory for teachers to schedule a face-to-face conference and provide an intervention plan if a student receives a failing grade on a progress report or report card.
- State Assessment Reporting Parents will receive individual student reports on performance in state assessments for math, language arts, and reading. During the Open House, a handout will be provided with instructions on how to access the parent portal to view these reports, including STAR results.
- Parent Involvement Events and Educator Training The school has scheduled several parent engagement nights: Math and STEM Night in September, RLA Night in the first week of November, and STAR Night in January. Additionally, mandatory parent transition meetings will be held for all grade levels near the end of the school year. The school is also focused on training educators to improve communication with parents.

The SBDM committee, including parent representatives, reviewed and provided feedback on the Parent and Family Engagement Policy, which had changed from the previous year. Parents collaborated with staff and administrators to ensure the policy reflected the needs of families, and the committee approved the final version.

***Conclusion The committee voted and agreed to approve the parent engagement policy following the agreed upon revisions.**

CE's Parent & Family Engagement Policy will be distributed and shared with the public. Documents will be provided in English and Spanish to support the needs of the student population and the community. Our campus Parent & Family Engagement Policy is included in the Parent/Student Handbook, in the campus front foyers, and the district Office lobby, beginning September 1, 2025.

Demographics

Demographics Summary

Demographic Overview of Carroll Elementary School

Carroll Elementary School serves as an educational hub within a diverse community, comprising both single-family homes and mobile home communities. As one of six elementary campuses in the district catering to students from first through fifth grade, Carroll Elementary accommodates a total of 573 students.

Student Composition:

The student body at Carroll Elementary School reflects a rich mosaic of cultural backgrounds. Specifically, our demographics are 68% Hispanic, 29% African American, and 3% other ethnicities. Notably, approximately 90% of our students face economic disadvantages, qualifying them for Title I assistance.

Gender Distribution:

Among our student population, a balanced gender distribution is observed, with 49% female and 51% male students enrolled at our institution.

Staff Representation:

Conversely, the gender representation among our teaching staff reveals a significant imbalance. Currently, 82% of our teachers are female, with 18% being male. This discrepancy underscores an area where focused efforts toward gender equity and diverse representation are warranted.

In light of our commitment to providing a nurturing and inclusive learning environment, we acknowledge the importance of fostering diversity and equity across all facets of our school community. Through proactive measures aimed at addressing disparities and promoting inclusivity, we endeavor to create a supportive environment conducive to the holistic development and academic success of all our students.

Carroll Elementary has a student population of 573 students, grades 1-5. The school is a School-wide Title 1 campus and is composed of the following (2024-2025):

Hispanic	**68%**
White	1%
African American	29%
Asian	0.7%
Male	51%
Female	49%
Economically Disadvantaged	86%
LEP	36%
Special Ed	18.5%
Gifted and Talented	8%

Based upon district data analysis and information on the new STAAR assessment, the areas of need are identified and listed in priority order:

1. Math

2. Science

3. Reading

Carroll Elementary is a Title 1 campus located in Sheldon Independent School District. The campus was built in 2008. The building was named after H.M. (Dickey) Carroll. Dickey Carroll was a lifelong supporter of the Sheldon Independent School District as a parent, school board member, and as community representative. Carroll Elementary continues to experience growth due to the increase in new homes and neighborhoods in the community.

Student Enrollment

Year	Enrollment
2018	830
2019	583
2020	592
2021	574
2022	573
2023	574
2024	573

Student Demographics by Ethnicity

(2024-2025)

Ethnicity	Campus
Hispanic	68%
African American	29%
White	1%
Asian	0.7%
Two or More	1.2%

Student Demographics by Gender (2024-2025)

Gender	Campus
Female	49%

Gender	Campus
Male	51%

Student Demographics by Special Populations (2024-2025)

Special Population	Campus
Special Education	18.5%
ELL	36%
Gifted & Talented	8%
Section 504	0.7%
Economically Disadvantaged	86%

Staff Demographics by Ethnicity (2023-2024 according to TAPR)

Ethnicity	Campus
Hispanic	55%
American Indian	3%
Asian	0%
African American	23%
Native Hawaiian	0%
White	1%
Two or More Races	0%

Staff Demographics by Gender (2022-2023 according to TAPR)

Gender	Campus
Male	18%
Female	82%

Staff Demographics by Years of Experience (2022-2023 according to TAPR)

Years of Experience	**Campus**
Beginning	8.8%
1-5 Years	35%
6-10 Years	27.4%
11-20 Years	14%
Over 20 Years	14.4%

Demographics Strengths

The campus has several demographic strengths, including an increase in male and African American teachers and a more experienced teaching staff overall. There are programs in place to support the growing Special Education (SPED) population, reflecting improved student identification. The school's diverse student body offers valuable peer learning opportunities across ethnic backgrounds, mirroring real-world experiences. Additionally, the teacher-to-student ratio remains a strength.

Demographic Strengths:

- Increased male and African American teachers this year
- More experienced teachers vs. new teachers
- Programs available to help the growing population of Special Education students
- The Special Education population is growing meaning we are able to identify and support students.
- Students can learn from other students with different ethnicities, which is reflective of real world experience
- Teacher:Student ratio

Demographics Needs

We need to improve student achievement scores to close the gap for low English Language learners, special education students, African American students, and low socio-economic

students. Other demographic populations are underrepresented.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Despite progress in teacher diversity, the campus is facing a critical challenge in supporting its growing Special Education (SPED) population and declining student enrollment, hindering the school's ability to fully meet the needs of all students and maintain equitable, high-quality learning experiences.
Root Cause: 1. Students are not motivated to attend school, students are sick or parents don't know the impact missing school has on a students academics. 2. Why is SPED growing? Increased identification, teacher and parent education on learning disabilities

Student Achievement

Student Achievement Summary

Demographic Summary:

The Sheldon Independent School District (ISD) is a fast-growth district located in the Northeast section of the Greater Houston area that serves over 10,000 students. While small compared to surrounding districts, Sheldon ISD is listed as a large district by TEA standards. Our community is a diverse population made up of single-family homes and mobile home communities. Carroll Elementary is a Title I school and one of six elementary campuses that houses the district's first through fifth grade students. We are located in the heart of the district surrounded by the community in which it serves. The campus was built in 2008. The building was named after H.M. (Dickey) Carroll. Dickey Carroll was a lifelong supporter of the Sheldon Independent School District as a parent, school board member, and as community representative. Carroll Elementary continues to experience growth due to the increase in new homes and neighborhoods in the community.

Based on our campus EOY data, we determined that our highest leverage area is 1st and 2nd grade reading. Math 1st and 2nd graders showed growth from MOY to EOY. In addition to having 40% in 5th grade show growth, we have 30% of 5th graders and 39% of 4th graders within 10 points of approaches. We believe that focusing on reading instruction that includes phonics and guided reading will increase performance on all subjects.

	Comp Score	Scaled Score	Rating
Overall			
Student Achievement	40	69	D
School Progress			
Academic Growth			
Relative Performance (Eco. Dis: %)	40	75	C
Closing the Gaps			

Based on STAAR our overall for the 2023-2024 school year. Carrol Elementary's overall rating was C.

Carroll Elementary was rated as a B school for the last STAAR test 2022-23 school year (unofficially).

State Accountability (2023-2024 according to TEA School Report Card)

	Overall	Domain 1	Domain 2A	Domain 2B	Domain 3
2019	71	65	67	72	70

	Overall	Domain 1	Domain 2A	Domain 2B	Domain 3
2020	STAAR testing canceled due to Covid-19 - Not Rated				
2021	Not Rated				
2022	88	76	92	85	78
2023 (unofficial rating)	82	72	76	80	86
2024 (unofficial rating)	75	70	76	75	73
2025 (unofficial rating)		67	79	72	

Last STAAR test 2024-25 school year by Subject.

		2025 STAAR & EOCs			
Grade	Subject	2023 Approaches	2023 Meets	2023 Masters	2023 STAAR Component Score
All Grades	All Subjects	68%	37%	12%	39
5	Math	77%	42%	17%	45
5	Reading	71%	56%	23%	50
5	Science	52%	17%	4%	25
4	Math	64%	35%	9%	36
4	Reading	80%	45%	11%	45
3	Math	65%	28%	9%	34
3	Reading	68%	36%	12%	39

Student Achievement Strengths

Student Achievement Strengths:

1) 5th Grade Reading with Mock Scores of 72% Approaching, 50% Meeting, and 22% Mastering.

2) 4th Grade Reading with Mock Scores of 66% Approaching, 39% Meeting, and 8% Mastering.

3) 5th Grade Math with Mock Scores of 61% Approaching, 43% Meeting, and 6% Mastering.

4) I-Ready diagnostic growth in 2nd Grade Spanish from 9% BOY to 39% MOY.

Student Achievement Needs

An identified area in need of improvement is 3rd-5th grade math for African American and Special Education students. The performance rate of these student groups was 55% and 26% respectively. In 3rd-5th grade reading, an identified area in need of improvement is special education students. ELLs, Hispanic students,and special education students are an area of need in 4th grade writing. Lastly, 5th grade African American and Special Education students, whose respective scores were 46% and 0% performance, are identified areas of need. Literacy, writing, math and science training and supplemental materials are needed to raise scores. Additionally, targeted students will be provided morning tutoring and extended day instruction to increase achievement scores. All students will participate in Istation and Think Through Math intervention. A reading and math interventionists will provide intervention for at risk students to increase achievement scores. A supplemental program called I Ready will be used for intervention with special education students. Daily science warm ups and weekly science lab will take place for all students. Supplemental STAAR testing materials will be purchased to improve Tier 1 instruction.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students are not transferring reading skills to the non-fiction of science, thus scoring lower in Science STAAR than Reading STAAR. Students may be EB students and/or reading 1 or more grade levels behind.
Root Cause: Teachers lack understanding of phonemic awareness, oral language development, and guided reading.

Problem Statement 2 (Prioritized): STAAR results indicate deficiencies in math, as students went down in math scores in grades 3-5.
Root Cause: A lack of focus on guided math and math instruction due to concerns with early literacy.

School Culture and Climate

School Culture and Climate Summary

Looking at the Employee Engagement Survey and observations made by staff, it was agreed that teachers who work at Carroll ES are engaged and enjoy coming to work. It is evident that teachers want to be involved in events that happen throughout the year. On the contrary, there are some teachers who do not feel like their voice is valued and need more effective training.

School Culture and Climate Strengths

Staff:

-Involvement in committees

-Committed to teaching

Students:

-Students feel safe in the classroom

School Culture and Climate Needs

A plan for students who are tardy or leave early consistently.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Faculty and staff feel their ideas and input are not consistently valued or considered in decision-making, leading to decreased morale and a sense of disengagement from the school community.
Root Cause: Lack of structured opportunities for staff to share input and see follow-through on their ideas, leading to perceptions that feedback is not welcomed or impactful.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Carroll Elementary, we have noticed an increase in teacher retention, (80% say they will return to Sheldon ISD for the 25-26 school year), disciplinary support, and more effective communication from administrators. As we move into the 25-26 school year, with new systems and structures in place, we foresee a continued increase in teacher retention and administrative support.

Staff Quality, Recruitment, and Retention Strengths

1. My principal and assistant principal promote a positive work culture. (70% strongly agree/agree)

2. Employees feel safe at Carroll. (92% strongly agree/agree)

Staff Quality, Recruitment, and Retention Needs

All teachers need to be provided support based on their level of knowledge of TEKS.

In regards to staff development, the campus and the district are continuing the process of developing on-going staff development opportunities. Funds have also been designated to facilitate the professional growth of staff members. The SBDMC will regularly review progress in the area of staff development during their meetings.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Lack of administrative visibility throughout the building.
Root Cause: New administrators learning new systems and cultures of the campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

It is important for our campus to adhere to the new TEKS (Science) and curriculum (Math) with fidelity. With consistent feedback, intervention, and progress throughout the year, students have been making substantial gains in academic progress despite not meeting the campus component score goal. More professional development and focus on teacher clarity of the TEKS and curriculum will build a stronger foundation of academic growth in all areas.

Curriculum, Instruction, and Assessment Strengths

5th grade Mathematics percentage of students attaining APPROACHES on the Mock STAAR was 61%, meeting the Approaches campus goal of 61%.

- 1st and 2nd grade student typical growth goals increased from BOY to EOY on the iReady diagnostic assessment.
- Mathematics -1st grade moving from 3% (BOY)of students on or above grade level to 71% by EOY. 96% of students were one grade level or more below; moving to 29% by EOY.
- Reading- 1st grade students moved from 5% BOY, 10% MOY, to 2% EOY- Early ON level. 1st grade students moved from 5% BOY, 15% MOY, to 51% EOY- Mid or above grade level.
- Mathematics- 2nd grade increased the number of students on or above grade level from (3%)BOY to (34%)EOY. They also decreased the number of students one or more grade level below from (87%)BOY to 66% (EOY)
- Reading- 2nd Grade students that were one grade level or more below grade level moved from 90% BOY to 67% EOY.

Curriculum, Instruction, and Assessment Needs

Additional training on guided reading and guided math.

Continue vertical alignment of instructional strategies.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Though the campus assessment data yielded much growth throughout all grade levels, the goal of reaching a component score of 52 was not consistently evident along the grade bands.
Root Cause: The state of Texas transitioned to full implementation of new Science TEKS standards for the 2024-2025 school year, which brought new curriculum resources across

the school district. Mathematics also transitioned from district created and lessons to a new curriculum resource, iReady Classroom. Guided Reading is not consistently implemented across the grade bands, causing minimal academic growth.

Family and Community Engagement

Family and Community Engagement Summary

The data reviewed on parent and community engagement indicates a robust and active involvement across multiple dimensions. There is a high level of participation in school events, with over 75% of parents attending parent-teacher conferences and various school-hosted workshops. Survey results reveal that 85% of parents feel welcomed and valued in their child's school environment. Additionally, community partnerships have flourished, with local businesses and organizations contributing resources and support for school programs, evidenced by a 60% increase in community-sponsored events and initiatives over the past year. These engagements have not only enhanced the educational experience but have also fostered a stronger, more cohesive community dedicated to student success.

Family and Community Engagement Strengths

Parent & Community Engagement Strengths:

- Our strengths include more events and activities for families to attend.

To establish strong parent involvement activities at Carroll Elementary in grades 1-5, district and school staff will involve parents in appropriate training for service in voluntary instructional and support roles at school. Parents will be invited to become active participants in their child's learning at every grade level, including membership in a variety of organizations including:

- Art Students' Participation in Houston Livestock Show
- GT Program and GT Expo
- Dyslexia Parent Meetings
- Dual Language Parent Meetings
- Elementary UIL Events
- Family Math and Science Night
- Family Literacy Night
- GT Parent Meetings and Parent Survey
- Holiday Lunches on Campuses
- Lunch/Breakfast With Students
- Meet the Teacher Nights
- Red Ribbon Week Activities
- Summer School Programs, Grades K-12
- Title I Parent Meeting and Parent Survey
- District Choral Canvas
- Campus Art & Music exhibits
- Campus Fall Festival
- Campus Hispanic Heritage Celebration
- Campus Field Day events
- Parent/Teacher Conferences
- GT showcase.

Family and Community Engagement Needs

We need to utilize partnerships with businesses within the community to strengthen our relationships. There is also a need for parent volunteers on campus. According to the 2015-2016 parent survey, parents would like explanation on the different assessments given to students to monitor achievement.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): The current events that are happening on campus need to be more efficient with possible classroom activities.
Root Cause: We have a growing PTO and community activities that are bringing in more parents of the community.

School Organization

School Organization Summary

During the committee meeting, members reviewed the current master schedule, traffic patterns during arrival and dismissal, the accessibility of the parent handbook, campus duty assignments, and systems for managing student behavior. Notable changes included a proposed shift back to a previous schedule structure for 5th and 2nd grades and continued success with the early release of student bikers. Committee members also discussed ongoing traffic concerns, dismissal procedures, and the need to realign staff duties due to personnel changes. Updates to the classroom management expectations and the campus discipline flow chart were also identified as areas needing attention to support consistency across classrooms.

School Organization Strengths

- The parent handbook is clear, accessible, and helpful for families.
- The early dismissal of bikers has improved traffic flow and student safety.
- Officer support has helped reduce unsafe drop-off behavior.
- Staff is responsive to data and willing to adjust systems to meet needs.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): The current dismissal and duty systems are inefficient and lack clarity, causing operational delays, inconsistent supervision, and safety concerns during peak times.
Root Cause: Dismissal and duty systems have not been updated to reflect current staffing changes, and there is no formalized or streamlined dismissal system in place to reduce reliance on manual inputs or visual cues.

Technology

Technology Summary

As of May 1, 2025, Carroll Elementary has a total of 430 working student devices on hand, with an additional 74 devices put aside for testing purposes. These devices are considered "working" in that the OS is up-to-date and there are no hardware or software issues that impede testing or completion of assessments. An abundance of 74 devices are put aside solely for testing purposes. Teachers have access to interactive TV's, laptops and document cameras.

Further, Carroll Elementary has a total of 113 out-of-date devices, for which the OS cannot be updated any further to allow state or district testing; there are also 40 actively broken devices. Devices are used regularly for Kahoot, iReady, Epic, Reading A to Z, Blooket, Learning.com, and STAAR testing. There are no district or campus procedures in place as to what occurs when a student purposefully damages a device.

Technology Strengths

- We have a 1:1 device to student ratio (chromebooks).
- The amount of extra testing devices on hand is above average.
- Our technician, Isis, is extremely responsive to any issues that may arise on campus and works well in conjunction with the librarian and administration.
- All teachers have access to interactive TV's, laptops, and document cameras.
- All students cycle through the computer lab on an activity rotation.

Technology Needs

Additional Chromebooks to use for intervention. Sending our computer lab aide to TCEA to get ideas and bring back to campus to assist teachers and students.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): For the 2025-2026 school year, there is a need to implement a Campus-Wide Classroom Device Management Plan to ensure consistent practices across all classrooms.
Root Cause: Student accountability measures, lack of consistent teacher follow-through, collaborative auditing practices, and the lack of Chromebook carts in each homeroom class, which has led to an increase in lost, damaged, or unaccounted-for student devices. As of 2025 we currently have only 19 Chromebook carts, which means will need 10 additional carts, to resolve that problem.

Priority Problem Statements

Problem Statement 1: Despite progress in teacher diversity, the campus is facing a critical challenge in supporting its growing Special Education (SPED) population and declining student enrollment, hindering the school's ability to fully meet the needs of all students and maintain equitable, high-quality learning experiences.

Root Cause 1: 1. Students are not motivated to attend school, students are sick or parents don't know the impact missing school has on a students academics. 2. Why is SPED growing? Increased identification, teacher and parent education on learning disabilities

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are not transferring reading skills to the non-fiction of science, thus scoring lower in Science STAAR than Reading STAAR. Students may be EB students and/or reading 1 or more grade levels behind.

Root Cause 2: Teachers lack understanding of phonemic awareness, oral language development, and guided reading.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: STAAR results indicate deficiencies in math, as students went down in math scores in grades 3-5.

Root Cause 3: A lack of focus on guided math and math instruction due to concerns with early literacy.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Faculty and staff feel their ideas and input are not consistently valued or considered in decision-making, leading to decreased morale and a sense of disengagement from the school community.

Root Cause 4: Lack of structured opportunities for staff to share input and see follow-through on their ideas, leading to perceptions that feedback is not welcomed or impactful.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Lack of administrative visibility throughout the building.

Root Cause 5: New administrators learning new systems and cultures of the campus.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Though the campus assessment data yielded much growth throughout all grade levels, the goal of reaching a component score of 52 was not consistently evident along the grade bands.

Root Cause 6: The state of Texas transitioned to full implementation of new Science TEKS standards for the 2024-2025 school year, which brought new curriculum resources across the school district. Mathematics also transitioned from district created and lessons to a new curriculum resource, iReady Classroom. Guided Reading is not consistently implemented across the grade bands, causing minimal academic growth.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: The current events that are happening on campus need to be more efficient with possible classroom activities.

Root Cause 7: We have a growing PTO and community activities that are bringing in more parents of the community.

Problem Statement 7 Areas: Family and Community Engagement

Problem Statement 8: The current dismissal and duty systems are inefficient and lack clarity, causing operational delays, inconsistent supervision, and safety concerns during peak times.

Root Cause 8: Dismissal and duty systems have not been updated to reflect current staffing changes, and there is no formalized or streamlined dismissal system in place to reduce reliance on manual inputs or visual cues.

Problem Statement 8 Areas: School Organization

Problem Statement 9: For the 2025-2026 school year, there is a need to implement a Campus-Wide Classroom Device Management Plan to ensure consistent practices across all classrooms.

Root Cause 9: Student accountability measures, lack of consistent teacher follow-through, collaborative auditing practices, and the lack of Chromebook carts in each homeroom class, which has led to an increase in lost, damaged, or unaccounted-for student devices. As of 2025 we currently have only 19 Chromebook carts, which means will need 10 additional carts, to resolve that problem.

Problem Statement 9 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: Carroll Elementary will enhance the quality of instructional programs to improve performance and enable students to meet their academic, social/ emotional and future career goals.

Performance Objective 1: 85% of students in grades 1, 2, and 3 will show a minimum of one year's growth in reading and math (according to iReady), and 85% of students in grades 4 and 5 will make at least 10% growth on the reading and math STAAR test in order to make a 48 component score (compared to a 42).

High Priority

Evaluation Data Sources: BOY, MOY, EOY iReady reports; 4th & 5th STAAR test results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Data-driven instruction/interventions will be provided in the form of tutorials during school, after school, and/or summer school for grades 1-5. This strategy will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with and English learners to meet the challenging State academic standards. Additionally, this strategy will meet the needs of all students to meet the challenging State academic standards. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** Data will reflect that instruction/interventions are effective, resulting in student growth in reading and math over time. **Staff Responsible for Monitoring:** Teachers, CISs, Interventionists, Administration **Problem Statements:** Curriculum, Instruction, and Assessment 1	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement objective-driven formative assessments to track and monitor student data and growth using running records, iReady, and teacher/CIS created reading and math assessments in all grade levels. This strategy will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with and English learners to meet the challenging State academic standards. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** Student data will help teachers determine targeted interventions over time so that every student is demonstrating growth in reading and math in all grade levels. **Staff Responsible for Monitoring:** Teachers, CISs, Interventionists, Administration **Problem Statements:** Curriculum, Instruction, and Assessment 1	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will utilize a variety of research-based reading and math instructional resources (Interactive Notebooks, iReady, Lead4Ward, Cambium, SISD Curriculum, Leveled Readers, manipulatives, etc.) and strategies (AVID, Balanced Literacy, randomization) to maximize student learning in reading and math. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** Students will demonstrate academic progress in reading and math on EOY iReady assessments (grades 1-3) and STAAR data (grades 4-5). **Staff Responsible for Monitoring:** Teachers, CISs, Interventionists, Administration **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Instructional materials for math and science - 211-Title I - $4,058.40	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Though the campus assessment data yielded much growth throughout all grade levels, the goal of reaching a component score of 52 was not consistently evident along the grade bands. **Root Cause**: The state of Texas transitioned to full implementation of new Science TEKS standards for the 2024-2025 school year, which brought new curriculum resources across the school district. Mathematics also transitioned from district created and lessons to a new curriculum resource, iReady Classroom. Guided Reading is not consistently implemented across the grade bands, causing minimal academic growth.

Goal 1: Carroll Elementary will enhance the quality of instructional programs to improve performance and enable students to meet their academic, social/ emotional and future career goals.

Performance Objective 2: 2026 5th grade Science STAAR test results will show progress from the previous year, reflecting in a 10% increase in component score (from a 25 to a 35), with a goal of 70% of students getting approaches, 25% of students getting meets, and 10% of students getting masters.

High Priority

Evaluation Data Sources: 2026 Science STAAR test Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Data-driven instruction/interventions will be provided in the form of tutorials during school, after school, and/or summer school for grade 5. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** Data will reflect that instruction/interventions are effective, resulting in student growth in science over time. **Staff Responsible for Monitoring:** Teachers, CISs, Interventionists, Administration **Problem Statements:** Student Achievement 1	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement objective-driven formative assessments to track and monitor student data using district/teacher created science assessments in grades 1-5. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** Student data will help teachers determine targeted interventions over time so that every student is demonstrating progress in science. **Staff Responsible for Monitoring:** Teachers, CISs, Interventionists, Administration **Problem Statements:** Student Achievement 1	Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will utilize a variety of research-based science instructional resources (Interactive Notebooks, Lead4Ward, Cambium, SISD Curriculum, manipulatives, etc.) and strategies (AVID, randomization) to maximize student learning in science. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** Students will demonstrate academic progress in sciences as shown on campus and district assessments (grades 1-4) and STAAR data (grade 5). **Staff Responsible for Monitoring:** Teachers, CISs, Interventionists, Administration **Problem Statements:** Curriculum, Instruction, and Assessment 1	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Students are not transferring reading skills to the non-fiction of science, thus scoring lower in Science STAAR than Reading STAAR. Students may be EB students and/or reading 1 or more grade levels behind. **Root Cause**: Teachers lack understanding of phonemic awareness, oral language development, and guided reading.
Curriculum, Instruction, and Assessment
Problem Statement 1: Though the campus assessment data yielded much growth throughout all grade levels, the goal of reaching a component score of 52 was not consistently evident along the grade bands. **Root Cause**: The state of Texas transitioned to full implementation of new Science TEKS standards for the 2024-2025 school year, which brought new curriculum resources across the school district. Mathematics also transitioned from district created and lessons to a new curriculum resource, iReady Classroom. Guided Reading is not consistently implemented across the grade bands, causing minimal academic growth.

Goal 1: Carroll Elementary will enhance the quality of instructional programs to improve performance and enable students to meet their academic, social/ emotional and future career goals.

Performance Objective 3: The campus will ensure the effective maintenance and responsible use of campus technology resources in order to provide all students with consistent access to digital curriculum, instructional tools, online programs, and assessment platforms that support academic achievement and preparation for district and state assessments. This will result in 100% of devices checked out will be turned in and accounted for at the EOY, and 95% of the devices turned in will be ready for students to check out (no need for maintenance).

High Priority

Evaluation Data Sources: CE Check-in 2026/EOY Technology Audit

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will be assigned their own Chromebooks that they are expected to use every day in the classroom, while teachers will be responsible for the class sets they are assigned (and will be the person to assign the devices to individual students). **Strategy's Expected Result/Impact:** BOY, MOY, and EOY campus audits will be conducted to ensure all technology resources are well maintained. **Staff Responsible for Monitoring:** Students, Teachers, Librarian, Administration **Problem Statements:** Technology 1	 Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All teachers will be assigned a Chromebook cart and a set of Chromebook chargers to house/charge student devices, according to an assigned slot/number for each student. **Strategy's Expected Result/Impact:** BOY, MOY, and EOY campus audits will be conducted to ensure all technology resources are well maintained. **Staff Responsible for Monitoring:** Teachers, Librarian, Administration **Problem Statements:** Technology 1	 Considerable			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus librarian will facilitate three campus audits throughout the school year. These are intended to ensure that students and teachers are maintaining their devices, turning them in as needed for maintenance (while checking out a loaner for the campus), and properly accounting for chargers and other technology resources (headphones, etc.). (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** 100% of student devices and technology resources will be turned in at the EOY audit, and 95% of the devices turned in with no need for maintenance or repairs. **Staff Responsible for Monitoring:** Librarian, Administration **Problem Statements:** Technology 1	No Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: In an effort to support students with their typing skills, headphones will be purchased/replaced for our campus computer lab, where they will receive direct instruction on typing skills. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** 100% of students will be able to use the headphones so they can hear the instructions provided by the online resource that will ultimately improve their typing skills. **Staff Responsible for Monitoring:** Computer Lab Teacher, Administration **Problem Statements:** Technology 1	No Progress	No Progress		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Technology
Problem Statement 1: For the 2025-2026 school year, there is a need to implement a Campus-Wide Classroom Device Management Plan to ensure consistent practices across all classrooms. **Root Cause**: Student accountability measures, lack of consistent teacher follow-through, collaborative auditing practices, and the lack of Chromebook carts in each homeroom class, which has led to an increase in lost, damaged, or unaccounted-for student devices. As of 2025 we currently have only 19 Chromebook carts, which means will need 10 additional carts, to resolve that problem.

Goal 2: Carroll will attract, develop and retain highly effective staff.

Performance Objective 1: All decision making will be a collaborative effort, resulting in EOY staff culture and climate survey results that reflect that 80% of staff members feel their feedback is valued.

High Priority

Evaluation Data Sources: CE Culture and Climate Staff Survey Results: February 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement CE Summer Leadership Institute 2025 for all leaders to participate in (aka, Guiding Coalition) and collaborate on decisions for this school year. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** Guiding Coalition Meeting Participation in CE Summer Leadership Institute 2025 **Staff Responsible for Monitoring:** Guiding Coalition Members (team leads, house leaders, CISs, interventionists, counselor, AP, and principal) **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Culture and Climate 1	 Accomplished			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Meet with CE Guiding Coalition 2025 at least once a month to collaborate on campus-wide decisions, PBIS (house system), AVID instructional strategies, and other topics brought forth by the Guiding Coalition members. **Strategy's Expected Result/Impact:** Monthly meeting minutes will reflect decisions that are made collaboratively. **Staff Responsible for Monitoring:** Guiding Coalition Members (team leads, house leaders, CISs, interventionists, counselor, AP, and principal) **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Culture and Climate 1	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: CE House Leaders will work with other members of the GC to determine the campus Essential 8, induction procedures for new Carroll students, and implementation that results better student citizens at CE. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** This strategy will be measured by the successful implementation of the House System and a decrease in student referrals. **Staff Responsible for Monitoring:** Principal Assistant Principal House Leaders CE Guiding Coalition **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Culture and Climate 1	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Faculty and staff feel their ideas and input are not consistently valued or considered in decision-making, leading to decreased morale and a sense of disengagement from the school community. **Root Cause**: Lack of structured opportunities for staff to share input and see follow-through on their ideas, leading to perceptions that feedback is not welcomed or impactful.

Goal 2: Carroll will attract, develop and retain highly effective staff.

Performance Objective 2: We will provide ongoing professional development opportunities to all staff members, new and/or struggling teachers, in order to build to their capacity.

High Priority

Evaluation Data Sources: Teacher Retention Rate, Staff Culture/Climate Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Put structures in place to utilize extended PLC blocks each week to allow teachers to collaborate, create assessments, disaggregate data, and plan their instruction effectively. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** Lesson Plans, Data Trackers, CFAs, and Participation in PLC Process **Staff Responsible for Monitoring:** Principal Assistant Principal CISs Teachers **Problem Statements:** Curriculum, Instruction, and Assessment 1	Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Send teachers to PDs off-campus (using Title I Funds), to gain knowledge on their content areas, classroom management strategies, and/or any other PDs that teachers are passionate about and committed to bring back to the campus. **Strategy's Expected Result/Impact:** Teachers will be better trained and serve as experts in the areas they received training in. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, CISs, Interventionists **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Students are not transferring reading skills to the non-fiction of science, thus scoring lower in Science STAAR than Reading STAAR. Students may be EB students and/or reading 1 or more grade levels behind. **Root Cause**: Teachers lack understanding of phonemic awareness, oral language development, and guided reading.

Curriculum, Instruction, and Assessment

Problem Statement 1: Though the campus assessment data yielded much growth throughout all grade levels, the goal of reaching a component score of 52 was not consistently evident along the grade bands. **Root Cause**: The state of Texas transitioned to full implementation of new Science TEKS standards for the 2024-2025 school year, which brought new curriculum resources across the school district. Mathematics also transitioned from district created and lessons to a new curriculum resource, iReady Classroom. Guided Reading is not consistently implemented across the grade bands, causing minimal academic growth.

Goal 3: Carroll Elementary will promote parent and community engagement.

Performance Objective 1: By June 2026, parent engagement in campus-wide decisions will increase by 20% (compared to the 24-25 school year).

High Priority

Evaluation Data Sources: This will result in an increase in parent participation in parent engagement (EOY Parent Survey 2026), attendance at school events, parent communication, and volunteer hours.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide a variety of parent engagement events to encourage parents and community commitment to their students' success. a. Meet the Teacher b. Grandparents Luncheon c. Open House/Title I Meeting d. Math and STEM Night e. Fall Festival f. Thanksgiving Luncheon g. Literacy and AVID Night h. Parent Conferences (fall/spring) i. Winter Program j. STAAR Night (3rd-5th) k. Hispanic Heritage Program l. Talent Show m. Dances (Sneaker Ball, Mother/Son Dance, Daddy/Daughter Dance) n. Transition Parent Meetings (EOY, all grades) o. Parent Trainings (Counselor) p. Christmas/EOY Classroom Parties q. PTO r. etc. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** -Parent involvement surveys -Increased parental participation as measured by attendance at campus events -Student participation **Staff Responsible for Monitoring:** Principal, Parent Engagement Liaison, School Counselor, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: By May 2025, Carroll will include parent input in campus-wide decisions through the 2025 SBDM/CE Parent Advisory Board. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** A minimum of 10 parents (two per grade level) will be invited to serve on this year's SBDM committee to ensure they have a voice in the decisions that are put in place for the campus, serving as the "parent advisory board" for our campus during SBDM meetings. **Staff Responsible for Monitoring:** Principal, AP, SBDM Committee **Problem Statements:** Family and Community Engagement 1	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide parents with ways of communication including a monthly calendar of events, AVID folders/binders, phone logs, and Parent Square communication. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** EOY Parent Surveys **Staff Responsible for Monitoring:** Principal, AP, and Counselor **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1	 Moderate Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The After-School program will invite parents to participate in activities. Parents will also be invited to participate in our Parent/Community Advisory board meetings held once per quarter and provide monthly parent education activities on a variety of topics. All communication will be in Spanish and English. (September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** Parent participation **Staff Responsible for Monitoring:** After School Partnership Project Coordinator **ESF Levers:** Lever 3: Positive School Culture	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Family and Community Engagement

Problem Statement 1: The current events that are happening on campus need to be more efficient with possible classroom activities. **Root Cause**: We have a growing PTO and community activities that are bringing in more parents of the community.

Goal 4: Carroll Elementary will ensure a safe and positive environment for all students.

Performance Objective 1: Carroll will provide students and staff with a safe and positive environment, resulting in EOY survey results that reflect 85% of staff and students feel safe at Carroll Elementary. Parent and family engagement events that Carroll will host on campus are the Title I Event (in conjunction with Open House), and the Hispanic Heritage Month Program (each event will be held after school and then during school the following day). Carroll will also participate in off campus events including: SISD Back-to-School Bash (fall), and the SISD Fall 5K Shuffle (fall).

Evaluation Data Sources: End of the year staff and student climate survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Carroll Elementary admin will support teachers and the after-school program with leading/facilitating extra-curricular opportunities for students throughout the school year. Students who participate will require good grades, good attendance, and good conduct to participate. The list below indicates the clubs/activities that students can take part in throughout the school year: a. After School Program b. Flag Football c. Basketball Team d. Soccer Team e. CE Cheer Team f. Honor Choir g. C-STEM h. Student Council i Academic UIL j. AVID Ambassadors k. News Crew l. Summer School m. etc. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** Student participation in these events. **Staff Responsible for Monitoring:** Principal, AP, Club Sponsors **ESF Levers:** Lever 3: Positive School Culture	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement an AVID college-theme for the campus exposing the scholars to post-secondary opportunities. - College Wednesday (all students/staff encouraged to wear college shirts) - Staff AVID posters (all staff must have one posted outside of their doors) -AVID Binders (students will practice organizing materials and prioritizing their plans using agendas) -AVID Instructional Strategies (the campus will focus on one strategy per month and highlights its' effectiveness) (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** Students wearing college t-shirts every Wednesday. AVID Binders/Instructional Strategies. Increased student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** Admin, AVID site coordinator, School counselor **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase student motivation by implementing our CE Essential 8, and utilizing a reward system through the Ron Clark House system app throughout the school year. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** 90% of planned events are held (monthly House Meetings, quarterly House Rallies). **Staff Responsible for Monitoring:** Campus Administration, House Leaders, Guiding Coalition **ESF Levers:** Lever 3: Positive School Culture	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement safety plans and dismissal strategies for all students, including ID badges, mesh backpacks, and the Safe Dismissal monitoring system. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, July 2026) **Strategy's Expected Result/Impact:** 100% of students will be safe while in the building and during dismissal. **Staff Responsible for Monitoring:** Teachers, CISs, Assistant Principal and Principal **ESF Levers:** Lever 3: Positive School Culture	 Moderate Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The After-School Program will promote the well-rounded learner by connecting learning in the core subject classrooms with aligned enrichment activities such as sports & fitness, art, student leadership, STEM, cooking, and performing and visual arts. (August 2025,September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026, July 2026) **Strategy's Expected Result/Impact:** Student participation and completion of projects. **Staff Responsible for Monitoring:** After-School Program Coordinator **ESF Levers:** Lever 3: Positive School Culture	 Moderate Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Offer an After-School Program that will provide academic assistance in reading, mathematics, science, social studies, and college and career readiness. (August 2025,September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, June 2026, July 2026) **Strategy's Expected Result/Impact:** Formative: * Student attendance in the After School Program * Student participation in intervention programs * Parent participation in parent workshops Summative: * Student participation & attendance * Parent participation goal achieved **Staff Responsible for Monitoring:** After school Program Site Coordinator, Principal, and After School Program Project Director **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Carroll Elementary will provide financial accountability.

Performance Objective 1: By June 2026, Carroll Elementary will successfully allocate and utilize 100% of the financial resources to meet campus needs.

Evaluation Data Sources: The campus will establish effective processes and systems that support the district financial allocation process.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus principal will implement a balanced budget, meeting with the office manager at least once each week to discuss any money that needs to be spent, and whether it will come out of the local budget, Title I budget, and/or the state comp budget. (August 2025, September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** All budget expenditures will planned in advanced and documented in the campus improvement plan. **Staff Responsible for Monitoring:** Office Manager, Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

Title I

Campus Funding Summary

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Instructional materials for math and science		$4,058.40
				Sub-Total	$4,058.40